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SUBSIDIARY BODY FOR SCIENTIFIC AND TECHNOLOGICAL ADVICE
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ARTICLE 6: EDUCATION, TRAINING AND PUBLIC AWARENESS

PROPOSALS AND OPTIONS ON HOW TO INTEGRATE ARTICLE 6 INTO THE WORK PROGRAMME OF THE SUBSIDIARY BODY FOR SCIENTIFIC AND TECHNOLOGICAL ADVICE

Note by the secretariat

Addendum

This note is an addendum to the document FCCC/SBSTA/2001/6 on Article 6: Education, training and public awareness including proposals and options on how to integrate Article 6 into the work programme of the Subsidiary Body for Scientific and Technological Advice. It contains additional supporting information on definitions and types of comments received from Parties, intergovernmental organizations and non-governmental organizations classified in categories of needs, as referred to in document FCCC/SBSTA/2001/6, paragraphs 18, 19 and 21.

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Needs relating to UNFCCC Article 6 on education, training and public awareness.

Needs[1]	Submissions from Parties[2]					Side Events												CGE workshops		
						SB 12[5]				SB 13						COP 6[11]				
							UN/NGOs			Country Cases[8]			NGOs							
	EU	UZ	CH	US[3]	KE[4]	NL[6]	UNEP[7]	UNITAR	IUCN	HN	SV	FR	IN[9]	Africa[10]	Europe[10]	SIDSNet	UNEP(GRID)	LAC[12]	Africa[13]	Asia[14]
Information sharing	x	x	x	x	x	x			x			x		x	x	x		x	x	x
Public awareness of c.c.[15]	x	x		x	x	x				x	x	x					x	x	x	x
Public participation				x	x	x				x	x		x	x	x	x		x	x	x
Web site				x		x	x	x	x							x	x		x	x
Education		x		x	x					x		x	x					x	x	x
Information products		x	x			x	x	x					x				x			x
Development of comm.[16] plan				x	x		x		x				x			x		x		x
Public access to c.c. info.[17]	x				x	x				x			x			x	x			x
Training	x				x	x		x		x	x		x			x				
Info. in local languages	x	x	x			x				x										x
Funding		x			x						x									x
Data harmonization										x						x				x

Footnotes

[1] See Annex for explanation of the categories of need.

[2] Submissions from the Parties were (FCCC/SBSTA/1999/MISC.1) EU = from Austria on behalf of the European Union, UZ = Uzbekistan, CH = Switzerland and (FCCC/SBSTA/2000/MISC.3) US = United States, KE = Kenya.Note: three Parties, KE, NL and US contributed more than once. In these cases their inputs are combined in one column. See footnotes 3, 4 and 6.

[3] US refers to data from submission and from side event at SB 12.

[4] Kenya refers to data from submission and from side event at SB 12.

[5] US and KE findings are reflected in US and KE columns of "Submissions from Parties"

[6] NL = The Netherlands, refers to data from SB 12 and COP 6 side events.

[7] UNEP - Information Unit for Conventions.

[8] Country Cases: HN = Honduras, SV = El Salvador, FR = France.

[9] IN = India, the NGO from India is the Tata Energy Research Institute.

[10] The NGO from Switzerland is the Fondation du Devenir, which shared its experience working in Africa and Europe.

[11] Data from presentation by the Netherlands at the side event is included in SB 12.

[12] FCCC/SBI/2000/INF.4 Report of the first regional workshop of the Consultative Group of Experts on national communications from non-Annex I Parties of the Latin American and the Caribbean Region. LAC = Latin America and the Caribbean Region.

[13] FCCC/SBI/2000/INF.9 Report of the first regional workshop of the Consultative Group of Experts on national communications from non-Annex I Parties of the African Region.

[14] FCCC/SBI/2000/INF.10 Report of the first regional workshop of the Consultative Group of Experts on national communications from non-Annex I Parties of the Asian Region.

[15] c.c = climate change.

[16] comm = communications.

[17] Info = information.

Annex

Explanatory annex to table: Definitions and types of comments reflected in categories of needs

Comments extracted from the sources given in the table have been classified into the following categories and are presented in regular print; *new comments received at SBSTA 14 are presented in italics*.

1. **Need for information sharing**: Refers to the need to share information on themes relating to Article 6. Such information could be found in a range of sources, including but not limited to: national communications, web sites, contacts between focal points/Parties/United Nations agencies/IGOs/NGOs/others.

   Types of comments made:

   - Need for information sharing between focal points;
   - Need for public awareness as a component in national communications;
   - Need for a directory of national communications country coordinators;
   - Sharing of material will raise international cooperation;
   - Secretariat could usefully draw attention to good practice [in public awareness area] as reported in the national communications;
   - *UN institutions, including UNITAR, UNESCO, UNEP, UNCTAD, WMO, FAO, WHO, UNDP as well as relevant NGOs should be invited to report on their activities relating to Article 6 and to suggest ways of developing and/or improving, in consultation with the IPCC, school curricula, training programmes and educational materials from basic school to university level, in more than the six United Nations languages*

2. **Public awareness of climate change**: Refers to impact of activities to educate the public about issues surrounding climate change.

   Types of comments made:

   - Need to support vulnerability and adaptation;
   - Need to keep up to date on current global climate change issues;
   - Need to give attention to climate change education and outreach programmes;
   - Inadequate tools for information dissemination;
   - Lack of public awareness hinders government efforts to comply with commitments;
   - Necessity of ensuring that the public is made fully aware of and, can understand and support, actions that have to be taken, even when they involve personal cost;
   - Distribution of available information (including popularization of IPCC reports);
   - Government authorities under impression that climate change is a topic for meteorologists. . . it is therefore necessary to begin awareness programmes at the highest level in government;
   - Need for national climate change outreach programme;
   - Climate change issues should be highlighted as a theme of annual days observed within the United Nations system;

- Public attention should be focused on climate change issues through the creation of a climate change day;
- Citizens must be fully informed about causes and impacts of climate change, their own responsibilities and about the ways in which they can themselves contribute to the mitigation of climate change, especially by changing consumption and production patterns for the long term;
- At grassroots level, in the developing world, they are unaware of climate change; resources should be given to the UNFCCC to enable it move forward in this effort to increase awareness;
- People are confused; in my country they think of climate change as an "ozone" issue;
- Public awareness is of strategic importance so that climate change issues are made relevant to different *sectors and become a priority on the national agenda*.

3. **Public participation**: Refers to the process by which the public, decision makers and affected/stakeholder groups share their knowledge, experience and opinions in order to develop decisions, plans and policies. It is a two-way communications process by which the public/stakeholder groups become involved in order to deal with conditions that affect them directly and in order to make a difference in the implementation of the Convention at the community and national levels.

   Types of comments made:

- To initiate and propose solutions to climate change;
- To be proactive in meeting obligations under Convention, especially national communications;
- Need stakeholder participation (in general and/or to support vulnerability and adaptation strategies or to support GHG abatement);
- Poor coordination among stakeholders;
- National committee on climate change helps to guarantee sustainability and is important to ensure continuity of work on vulnerability assessment and implementation of adaptation strategies;
- Multidisciplinary teams need to be established to conduct vulnerability and adaptation studies focused on a cross-sectoral assessment;
- Enhancement of public awareness with respect to GHG abatement and encouraging involvement of key stakeholders in the development and implementation of such options;
- In order to build national support for climate change and strategies for vulnerability and adaptation, there is a need to encourage the participation of main stakeholders;
- Need for the involvement of key stakeholders in the development and implementation of GHG abatement measures.

4. **Develop web sites**: Refers to the need to disseminate, to share and to have access to information on the Internet.

   Types of comments made:

- On national climate change;

- With information resources,
- Relating to greenhouse gas inventories,
- In French language,
- Increased use of Internet technologies;
- Need help to prepare a national web site;
- Need help with how to find information on the web site;
- Regional support needed, especially to less developed countries, to create, develop and maintain national web sites;
- Secretariat could develop educative web pages on climate change issues including policies and *measures*.

5. **Education:** Refers to the need to integrate issues of climate change into formal and informal education systems.

Types of comments made:

- Strengthen support in preparation of national action plans in education that encourage the Introduction of climate change topics into the formal and informal education systems (LAC region);
- Inadequacy of national programmes of education, training and public awareness relating to climate change for the entire citizenry, including academia, research institutions, policy makers, policy practitioners, media practitioners, industrial practitioners, spheres of formal and/or informal education, non-governmental organizations, and community-based organizations (Africa region);
- Education should be encouraged in national education and research curricula;
- Climate change issues are not adequately incorporated into formal educational curricula at the primary, secondary and tertiary levels, for most Parties (Asia region);
- There is a lack of institutions and/or a lack of capacity within existing institutions to carry out research and training on climate change issues to satisfy the reporting requirements of Parties and also to improve understanding of local and regional climate changes and impacts (Asia region);
- In developing curricula for a stand-alone course on climate change, targeted at officers of the Government and NGOs, have encountered great difficulty in obtaining resource and reference material within the country – therefore looks forward to assistance from other academics and NGOs in order to receive suitable course material;
- School children have science of climate change rather than policy issues addressed on modest basis due to limited resources – could be conducted more effectively if supplemented with slide and video programmes;
- Need to adapt existing training material to conform to existing national education programmes;
- Need regular international workshops on education issues;
- Regarding school curricula, countries should be helped to have climate change issues incorporated;
- Need demonstrative projects that address how to integrate research within school curricula so as to affect decisions at household level (gave example of high schools in Honduras experimenting with organic agriculture, slope agriculture, weather watching);

- Climate change *should be considered to be one aspect of environmental education.*

6. **Need for information products**: Refers to the need for access to information products that have been designed for use in public awareness campaigns dealing with the theme of climate change. Products such as studies or educational course material on climate change issues were also included. Such products may have been developed by Parties/United Nations agencies/IGOs/NGOs/other sources.

   Types of comments made:

- Copyright-free information materials needed;
- The COP should designate a resource centre (such as a specialized United Nations agency or IGO) with the task of collecting and making available copyright-free materials;
- Secretariat should request UNEP to produce awareness and training materials including video cassettes, manuals, posters on climate change, for dissemination on a free basis to developing countries;
- Lack studies/assessment on climate change;
- Many channels, including print, television, radio advertisements and the Internet should be used to increase public awareness of climate change and of what different groups are contributing to address climate change *including government, NGOs and others.*

7. **Development of communication plans**: Refers to those needs which seem to suggest that assistance/training is required on how to plan communication activities. The steps in the communication planning process range from analysing the problem to identifying target groups and communication objectives, determining messages and the distribution channels (print/electronic media), and evaluating impact.

   Types of comments made:

- Increased awareness on the part of various targets (the public, stakeholders, decision makers) of climate change policy options;
- Aim at targeted public awareness;
- Need national outreach programmes that will address specific target audiences;
- Lack of public awareness of climate change issues;
- Low level of awareness held by public/decision makers/stakeholders;
- Insufficient expertise to assess public awareness needs relating to climate change;
- Inadequate information dissemination capacity;
- Poor coordination among stakeholders;
- Regarding vulnerability and adaptation, need plans in areas of public awareness, education and training;
- There is a lack of ability in technical personnel to convey clear and concise information on climate change issues to policy makers;
- Lack capacity to integrate climate change concerns into the national planning process on sustainable development;

- To enhance sustainability of climate change projects, need to institutionalize public awareness programmes by demonstrating concrete ways in which awareness-raising activities will contribute to actual greenhouse gas emission reduction;
- Focal points should be enabled to establish national outreach programmes on climate change by identifying messages, channels, resources, media strategy and parties that promote effective responses to climate change;
- Must be able to demonstrate nationally how to build public awareness programmes on climate change and translate the increased awareness into actual ground action . . . the contribution of awareness to effective behavioural change will take longer to realize (long after the end of projects);
- Include *youth as a target group*.

8. **Public access to information on climate change**: Refers to the need to ensure that the public may seek access to information, and that existing information on climate change issues is available.

Types of comments made:

- Work should start on making this information (from the IPCC and UNFCCC process) flow to the public;
- Repackage the IPCC Third Assessment Report in a form understandable to the general public;
- Need for open assessment of progress in national communications;
- Lack of public awareness hinders full participation and support of public in formulation and implementation activities and programmes, including reporting requirements concerning national communications;
- Broadly *disseminate popularized versions of the IPCC assessment reports in more languages than the official languages of the United Nations*.

9. **Training**: Refers to the need for activities to enhance the capacity of individuals to carry out programmes and activities, and in particular the need to provide training in communications and public information.

Types of comments made:

- More accessibility needed in rural areas;
- How to find information on the web and quicker ways of accessing information with a slower computer;
- The focal point should be enabled to collect, adapt, repackage and disseminate climate change materials promoting adaptation to and mitigation of, climate change;
- Needed mostly in urban areas (Kenya);
- Need training on climate change, biodiversity, desertification and linkages;
- The secretariat should explore the opportunities for staff exchange or support for personnel to train experts and teachers in the field;
- The strengthening of *national institutions;*

- Consider *workshops for specific target groups on how they can work with their members to increase public participation and public awareness.*

10. **Documents and information products in local languages**: Refers to the need to have information and/or documents on climate change available in many languages, not only the six official languages of the United Nations.

Types of comments made:

- Provide funds to translate available information into local languages/dialects;
- The European Union is in favour of case-by-case decisions on specific needs (for translation) of additional documents;
- Excerpts or popular versions of IPCC assessments should be disseminated in languages other than the six official languages of the United Nations;
- Translated versions of information into Arabic are required;
- Require *information that is easy to understand and translated into local languages/dialects.*

11. **Funding needed**: Refers to the need for financial resources.

General comments:

- A general comment on lack of funds in any area/for any need; lack of hardware and/or software for networking facilities for exchange of information;
- Inadequate funding for awareness creation projects;
- Inadequate funding for translation of information products;
- National communications can address the issue of Article 6, but in the absence of resources Article *6 will be difficult to implement.*

Comments relating to the GEF:

- The GEF does not provide sufficient funds for public awareness activities;
- GEF-supported climate change projects rarely provide funding for awareness building.

12. **Explore options for data harmonization**: Refers to the mechanism through which climate change issues and indicators of climate change are reported upon.

Types of comments made:

- Improve (regulatory) framework of reporting system on climate change issues;
- The secretariat can explore opportunities relating to the setting up of joint programmes so that courses, training, programmes and qualifications about scientific and technical aspects of emissions *inventories can be established.*